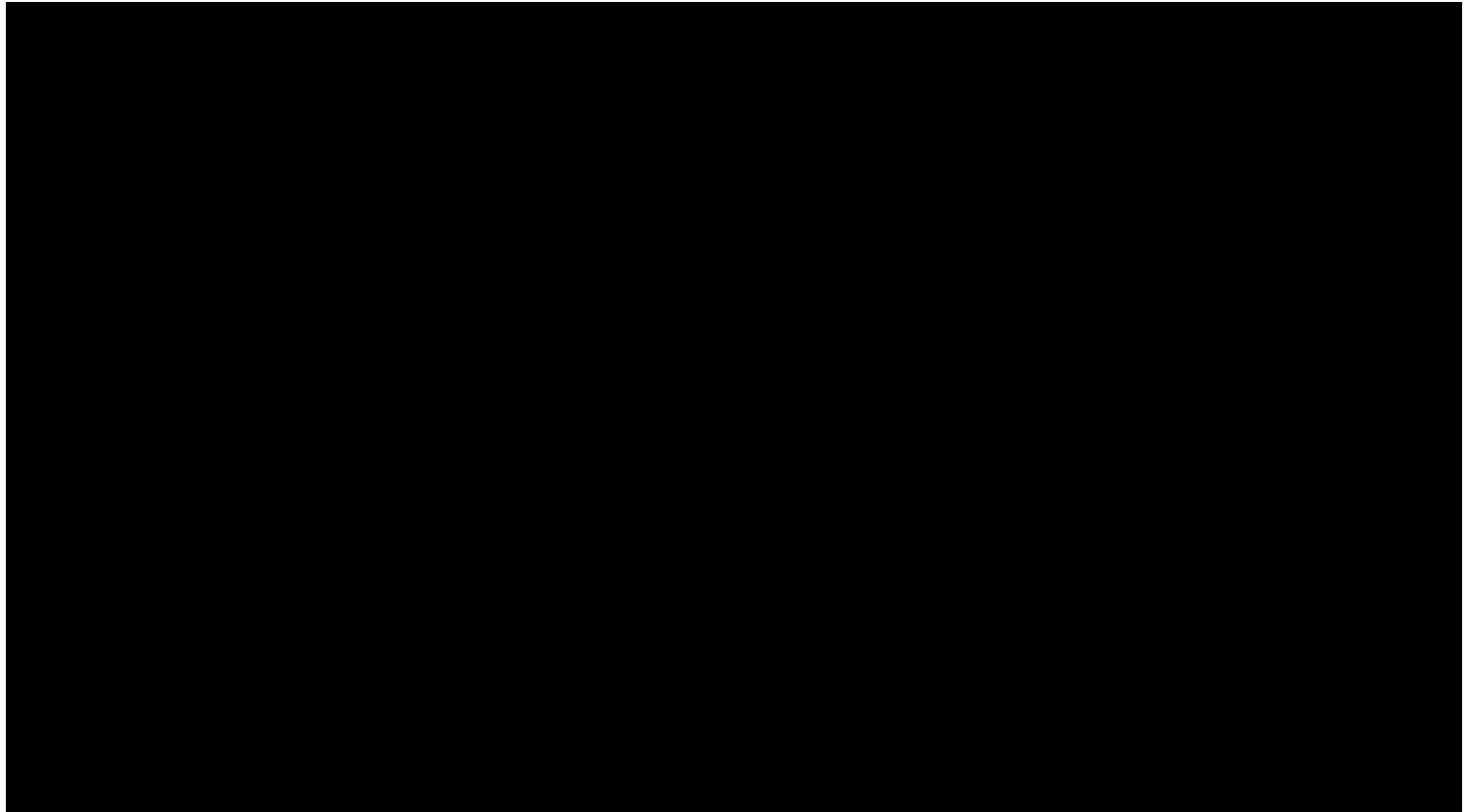




Department of
**Labor & Workforce
Development**

Adult Education



The Adult Education Team

- Jay Baker, Assistant Administrator
- Baylee Bodor, Administrative Assistant
- Cyndy Carter, Consultant
- Yvette Dixon, Consultant
- Wanda Cameron, Fiscal Director
- LaToya Newson, Director of Performance
- Kristina Pleiman, Professional Development and Marketing
- Adam Sones, Director of Curriculum

Tennessee Adult Education

- Adult Education operates within all 95 counties in Tennessee (some Subrecipients are in the process of establishing locations)
- The Department of Labor and Workforce Development has put out 11 grants to entities consisting nonprofits, technical schools, colleges, and local school districts
 - 8 Adult Basic Education grants
 - 3 Integrated English Literacy and Civics grants ((1) Shelby, (2) Davidson, and (3) Marshal, Bedford, Coffee, Lincoln, Franklin, Moore)
- Programs operate in approximately 70 local jails around the State
- Presence within all comprehensive American Job Centers

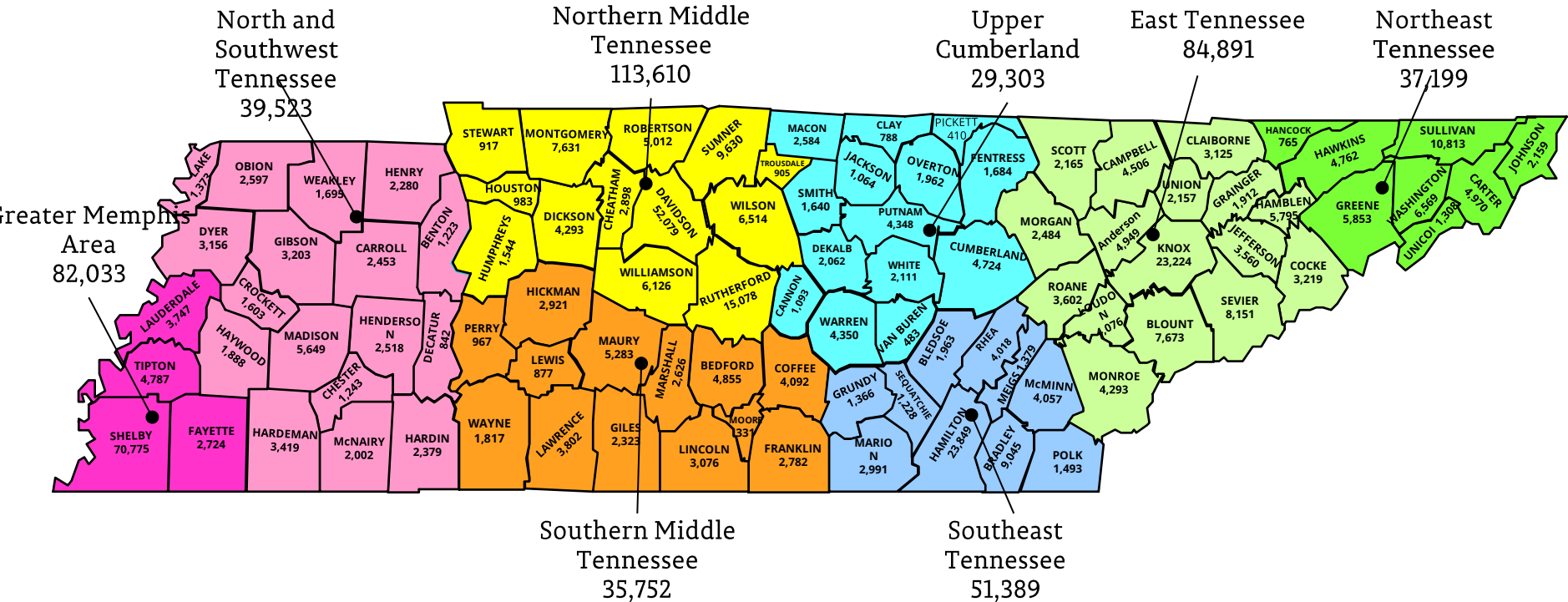
Program Coordinators

- Northeast: Debi Tabor (NESCC)
- East: Pam Stubbs (TCAT Knox)
- Upper Cumberland: Lynda Huddleston (Putnam Co. Schools)
- Southeast: Leslie Travis (TCAT Athens)
- North Middle: Kathryn Bonecutter (Workforce Essentials)
- North Middle: Erin Bean (NICE)
- South Middle: Teresa Smith (SCTWA)
- North and Southwest: Stewart Stanfill (Henderson Co. Schools)
- Greater Memphis: Jacob Shock (HopeWorks)

Grant Awards

- Grants are awarded based on competitive bid
- Grants are awarded for 3 years periods with contracts issued annually
- Subrecipients can include
 - Local educational agency
 - Community-based or faith based organization
 - Literacy Organization
 - Institution of higher education
 - Nonprofit Agency
 - Library
 - Public housing authority

TENNESSEE ADULT EDUCATION
Potential to Serve | 2018-19
473,700



Based on American Community Survey 2016 5-Year Estimate

Population data includes individuals aged 18-64 without a high school diploma

Workforce Innovation and Opportunity Act (WIOA)

- Adult Education was enacted under Title II of WIOA
- Title II Encompasses
 - Adult Basic Education
 - Corrections/Institutionalized
 - English Language Acquisition
 - Integrated English Literacy and Civics Education (IELCE)
 - Integrated Education and Training (IET)

Our Purpose

- Ultimately, to assist in the reduction of barriers for participants that culminates in gainful employment.
- Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Assist adults to obtain the education and skills that allow them to help educate their children and improve their family's economic opportunities

Our Purpose

- Assist adults in attaining a secondary school diploma and transitioning to postsecondary education and training.
- Assist adult immigrants and English language learners in improving their English and math skills, and in understanding American government and citizenship.

Who We Serve

- We are able to serve a wide range of individuals as long as they
 - have attained 16 years of age;
 - who is not enrolled or required to be enrolled in secondary school under State law; and
 - is basic skills deficient;
 - does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - is an English language learner.

Adult Basic Education

- Academic instruction and education services below the postsecondary level that increase an individual's ability to—
 - (A) read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
 - (B) transition to postsecondary education and training; and
 - (C) obtain employment.

English Language Learners & Acquisition

- who has limited ability in reading, writing, speaking, or comprehending the English language, and–
 - whose native language is a language other than English; or
 - who lives in a family or community environment where a language other than English is the dominant language.
- Assists in the achievement of competence in reading, writing, speaking, and comprehension of the English language; and
- attainment of a secondary school diploma or its recognized equivalent; and
- transition to postsecondary education and training; or
- employment.

IELCE

- Acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States
- Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training
- Participants enrolled in IELCE must also be enrolled in IET

- Service that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for the purpose of educational and career advancement
 - Workplace preparation activities
 - Workplace literacy activities
 - Soft skills
 - Digital Literacy
- Intent is to improve employability and earnings of participants
- Our (TN Adult Education's) focus is shifting from not only as an academic focused program, but blends academia with work focused training

Curriculum

- Our curriculum aligns to the College and Career Readiness standards
- We utilize several different types of software for distance education, as well as blended learning
- Can be tailored by individual programs to the need of participants
- Looking for curriculum that can be a standard in the classroom that teaches to soft skills, technical skills, as well as digital literacy

Partnerships

- With the purpose of Adult Education being to educate participants for employment we are putting more effort in forming partnerships with employers and postsecondary institutions.
 - Tyson Foods Inc
 - Eastman
 - Calsonic
 - Remington

Testing

- Adult Education is a part of testing compliance for High School Equivalency exams in Tennessee
- Test Centers, Chief Examiners, and Test Administrators are approved through the state office
- Compliance is based on HiSET requirements
 - Tennessee only offers the HiSET exam
- Currently, our programs with grants conduct testing within their areas to help supplement already existing testing centers

Data Management and Reporting



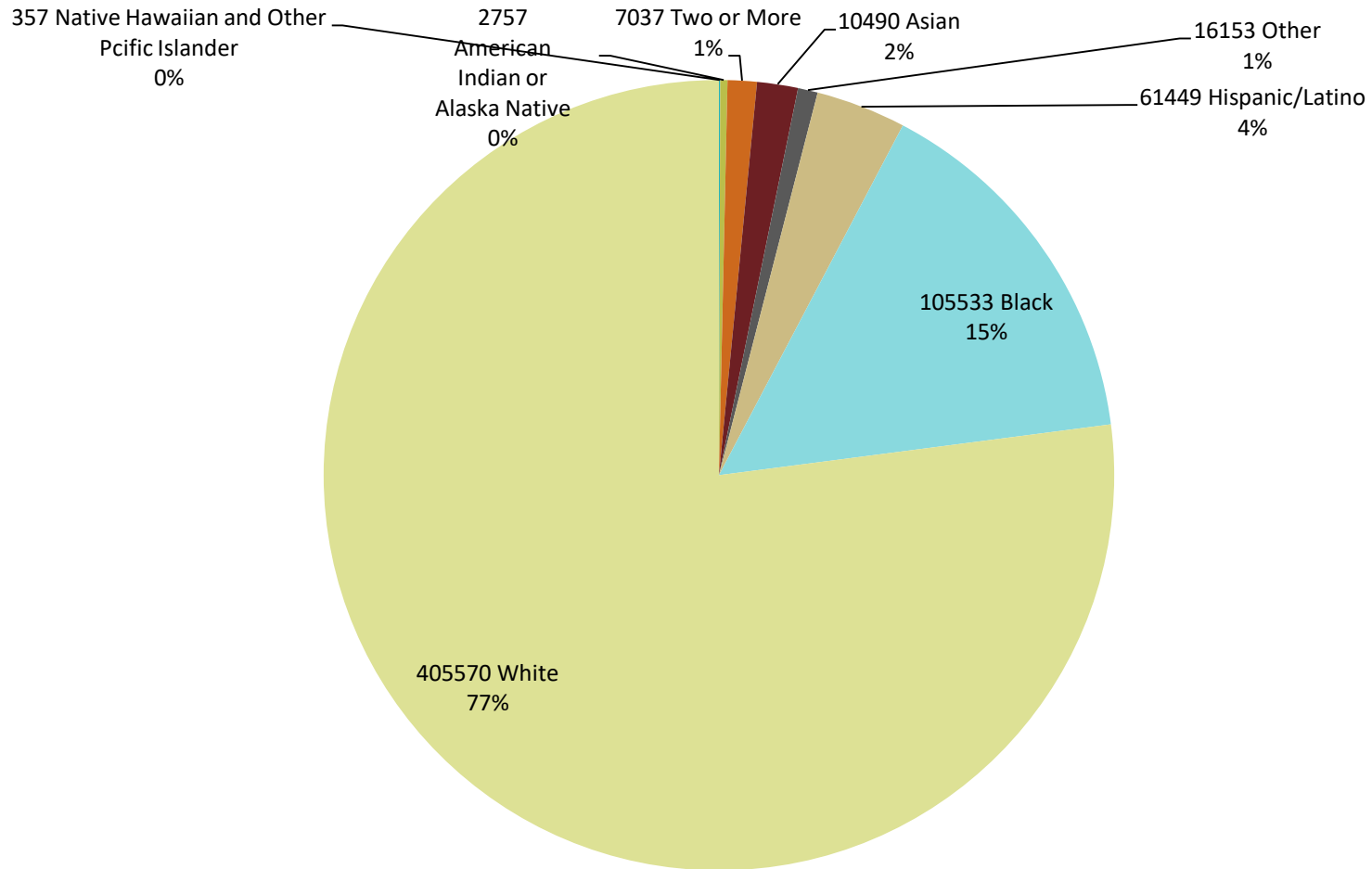
Adult Education Module

- February 2018 Adult Education module went live in Jobs4TN
- Assists in the utilization of integrated data amongst partner programs
 - Referrals
 - Coenrollments
 - Assessments
 - Common reporting
 - Connect participants to in need jobs
- Shared intake information across applications
- All reporting is generated from Jobs4TN

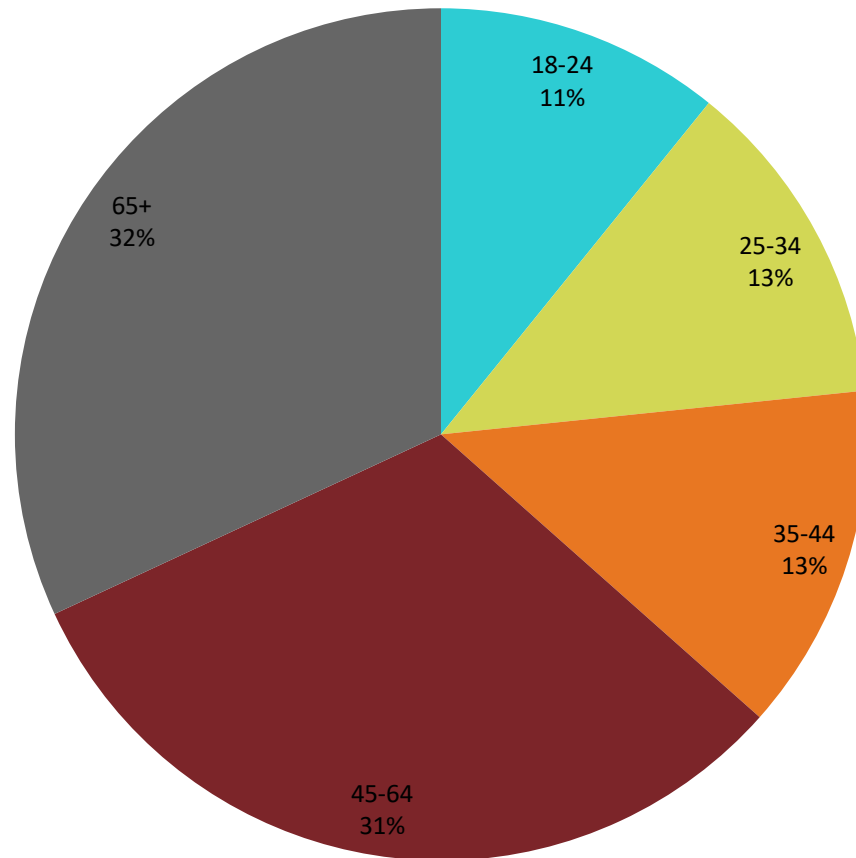
Programmatic Data

- While the primary purpose of our data tracking is that we are forced to by the Federal requirements, it proves more valuable than an obligation
- The data that we collect for Federal reporting can be utilized for to improve the services that are provided by subrecipients
- Data can be used for:
 - Teacher evaluation
 - Student performance
 - Student attendance patterns/retention
 - Quality of instruction

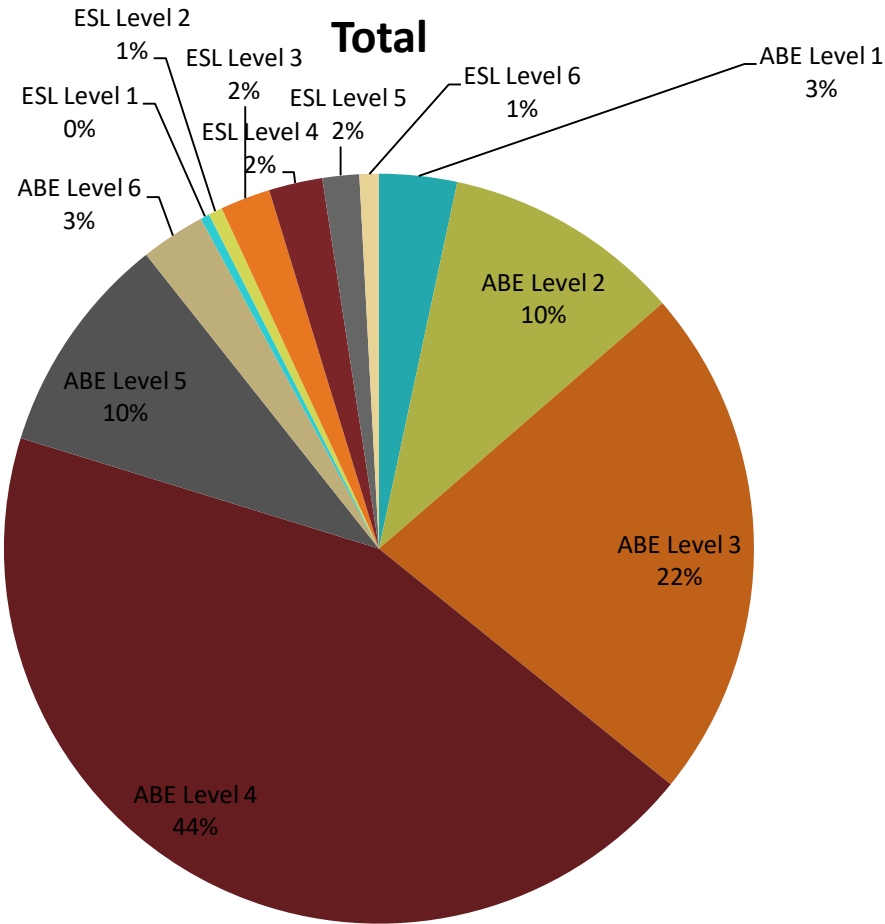
Census Data Population to Serve



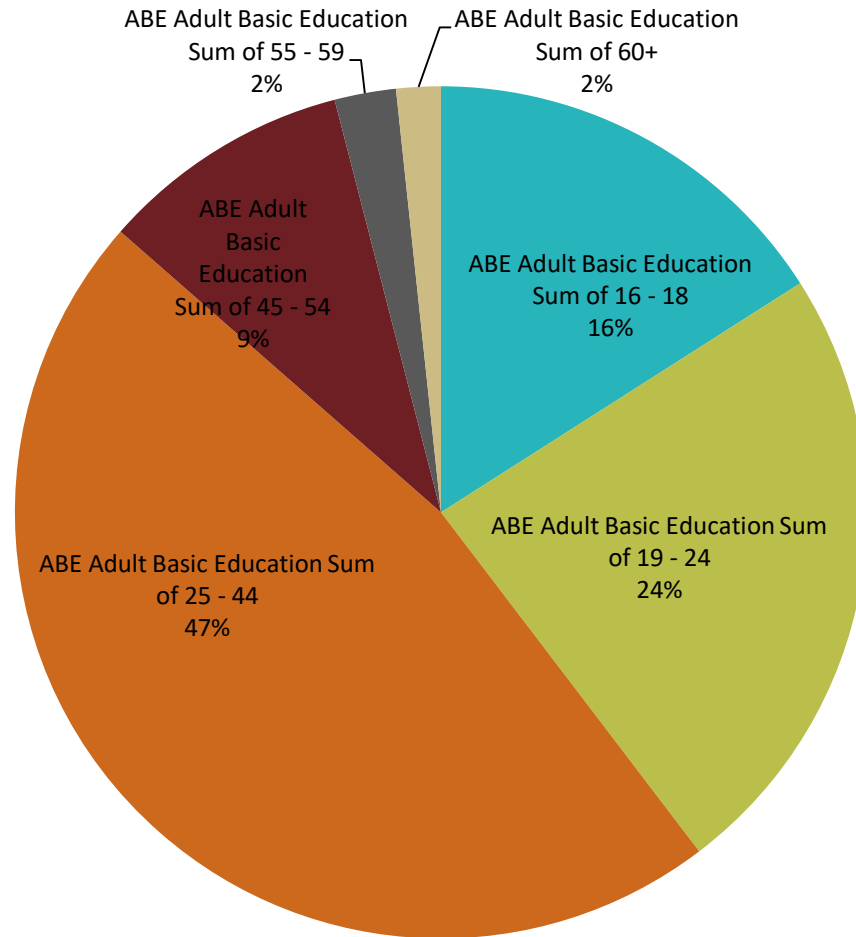
Potential to Serve Based on Age



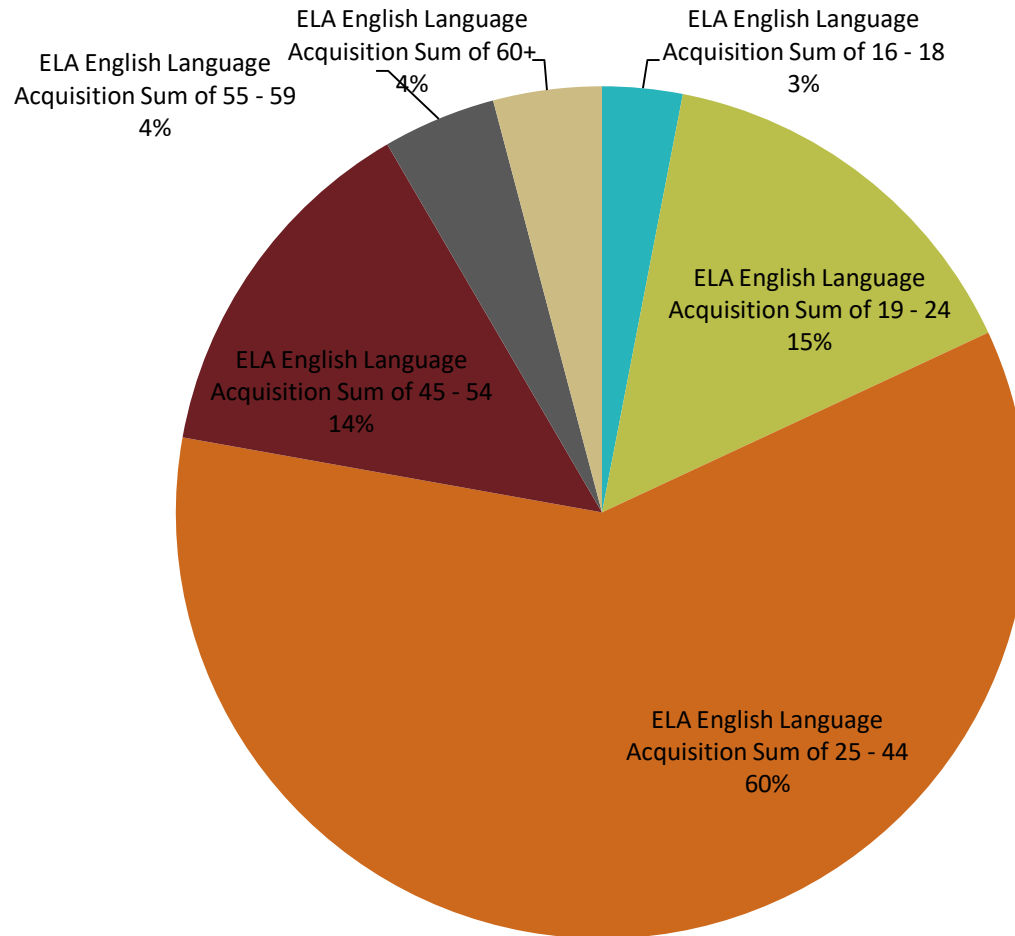
Percentage by EFL



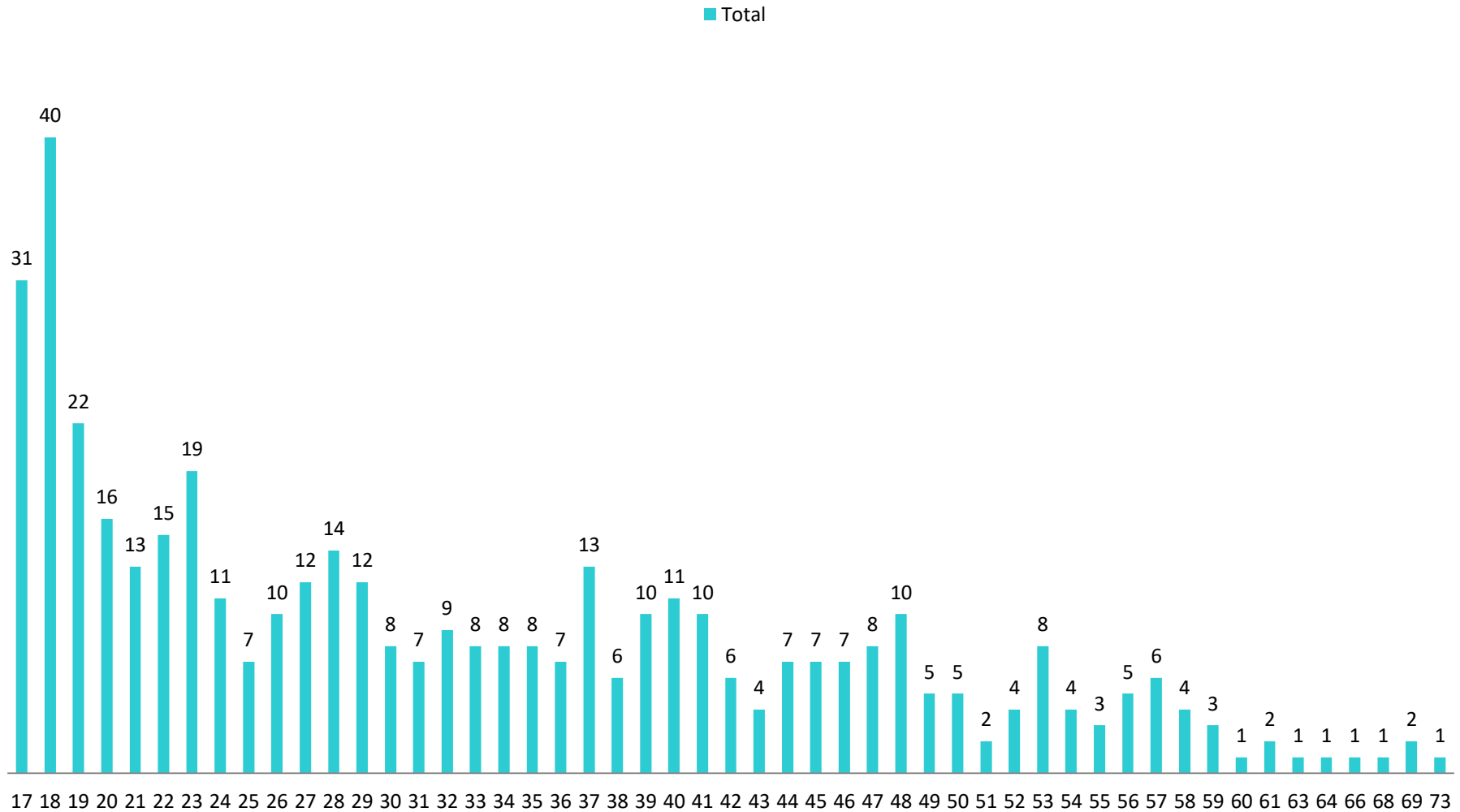
ABE



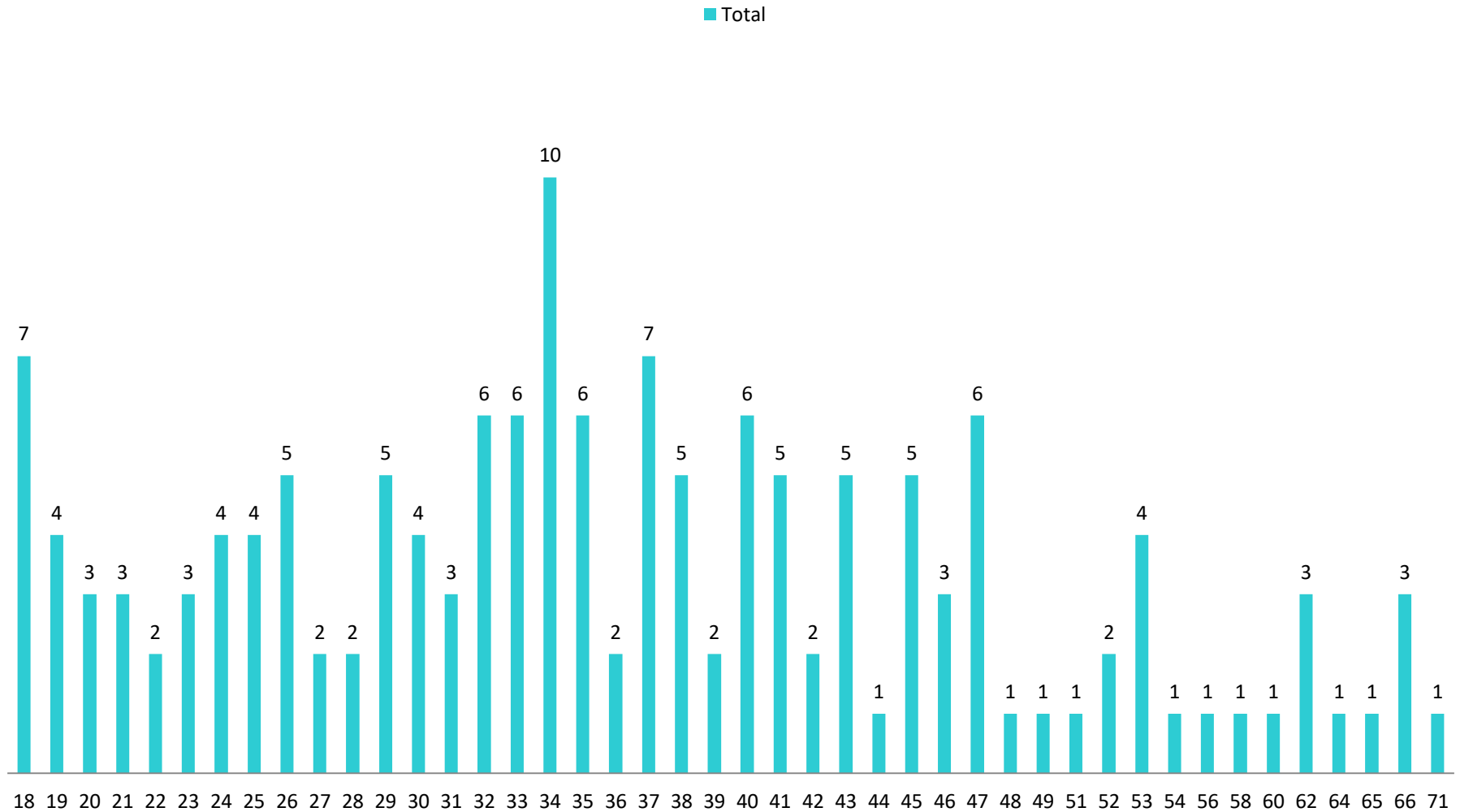
ELA



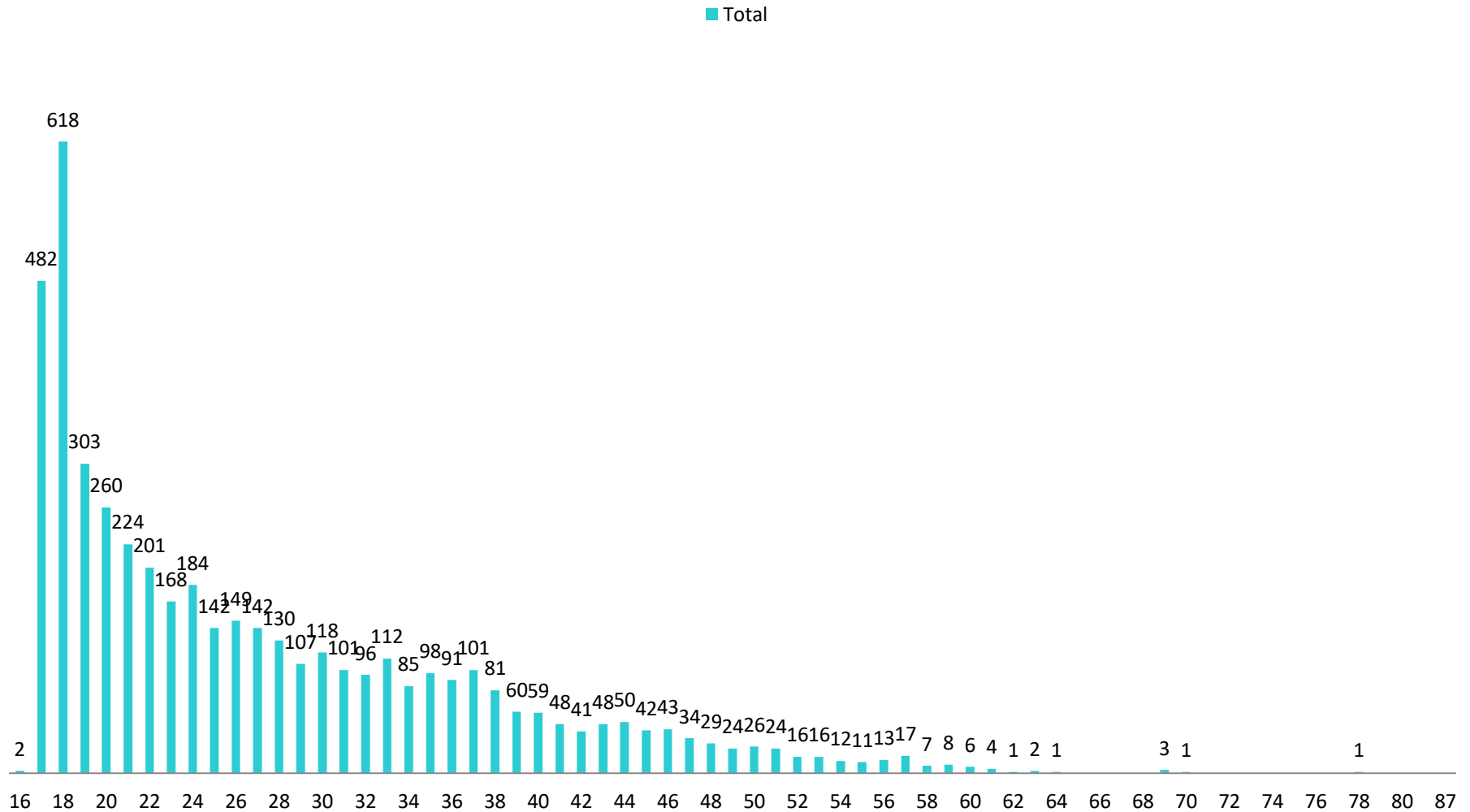
Level Gains by Age (ABE)



Level Gains by Age (ESL)

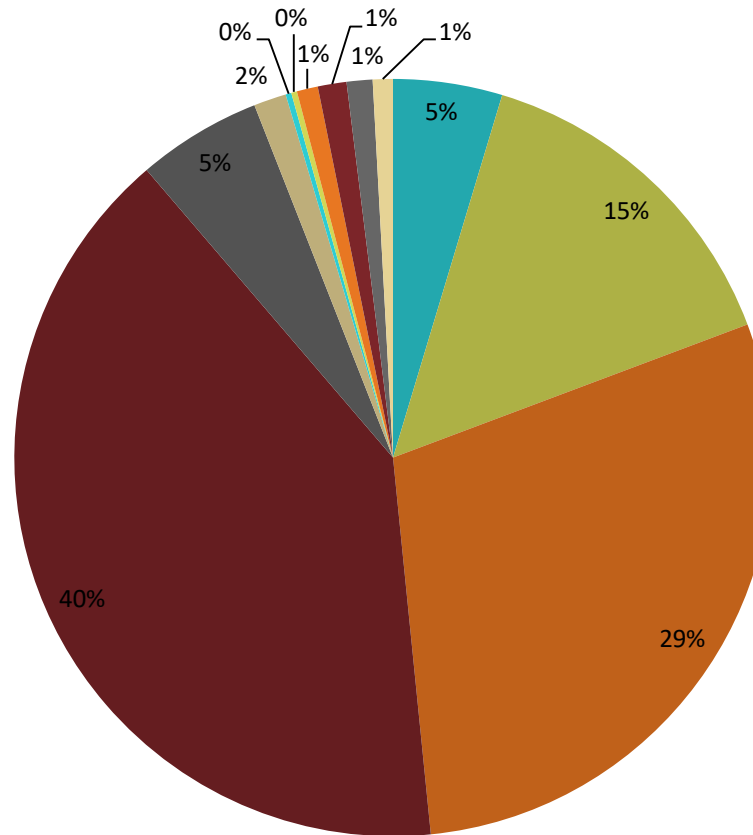


Diplomas by Age



Separated Before Completing By EFL

ABE_Level1 ABE_Level2 ABE_Level3 ABE_Level4 ABE_Level5 ABE_Level6
ESL_Level1 ESL_Level2 ESL_Level3 ESL_Level4 ESL_Level5 ESL_Level6



National Reporting System (NRS)

- Adult Education is governed by the Office of Career, Technical, and Adult Education (OCTAE)
- OCTAE oversees the execution of Title II for the states and requires Data Quality Checklist for data management systems and reports data tracked in the NRS
- Adult Education is required to report annually
- Currently, Adult Education only has negotiated goals for measurable skill gains

Educational Functioning Level and Measurable Skill Gains

- Gains are determined by
 - Post-testing
 - Obtaining High School Equivalency Diploma
 - Enrollment in Postsecondary during Program Year
- Pre-test establishes Educational Functioning Level (EFL)
- Assessment scores determine EFL based on the lowest scale score for a specific subject area
- Improvements in lowest scale score translate into Skill Gains
- There are three separate measurement groups of EFL: Adult Basic Education (ABE), Adult Secondary Education (ASE), and English Language Learner (ELL)

Educational Functioning Level and Measurable Skill Gains Cont.

- Determine how many remained in the program without level gains
- Determine how many separated before completing level gains or acquiring a secondary diploma
- Track number of participations in relation to measurable skill gains

Future Goals and Program Development

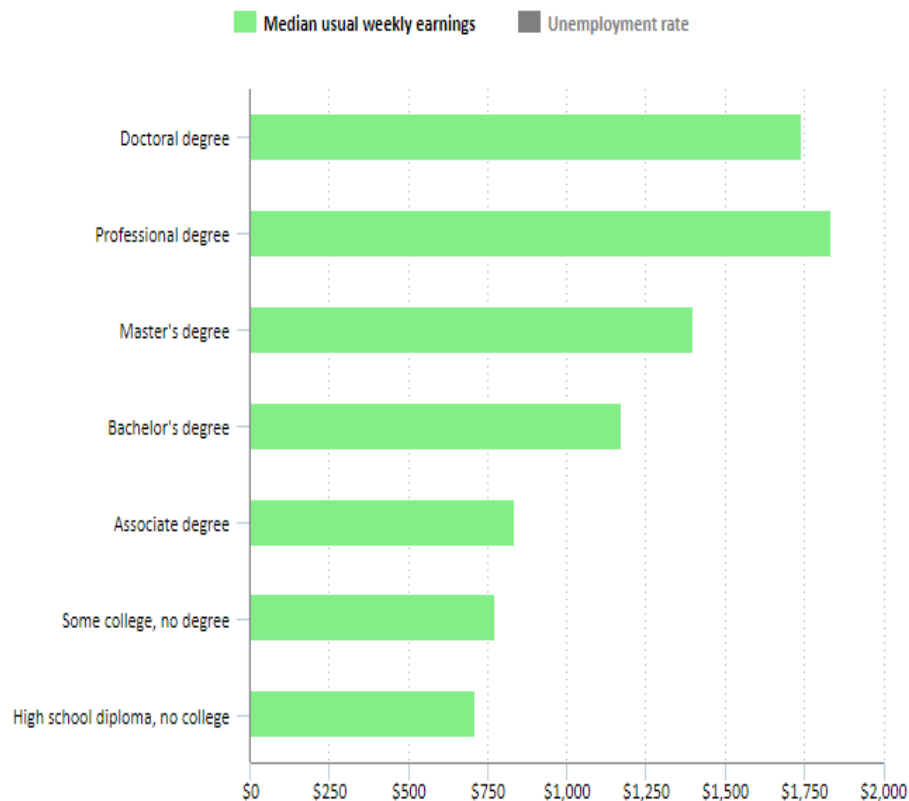
- Soft skills development
 - The greatest need stated by employers in Tennessee is the need for employees to have soft skills
- Digital Literacy
 - With careers and jobs becoming more technically based there is a greater need for digital literacy
- Foundational technical training
 - Providing introductory skills training to participants for in demand jobs while also providing remedial instruction

Pew Research

- <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
- “The economic analysis finds that Millennial college graduates ages 25 to 32¹ who are working full time earn more annually—about \$17,500 more—than employed young adults holding only a high school diploma. The pay gap was significantly smaller in previous generations.² College-educated Millennials also are more likely to be employed full time than their less-educated counterparts (89% vs. 82%) and significantly less likely to be unemployed (3.8% vs. 12.2%).”
- “Turning to attitudes toward work, employed Millennial college graduates are more likely than their peers with a high school diploma or less education to say their job is a career or a steppingstone to a career (86% vs. 57%). In contrast, Millennials with a high school diploma or less are about three times as likely as college graduates to say their work is “just a job to get [them] by” (42% vs. 14%).”

Education and Earnings 2017

Median weekly earnings and unemployment rate by educational attainment, 2017



Median weekly earnings (in dollars) and unemployment rate (in percent) by educational attainment, 2017

Educational attainment	Median usual weekly earnings	Unemployment rate
Doctoral degree	\$1,743	1.5%
Professional degree	1,836	1.5
Master's degree	1,401	2.2
Bachelor's degree	1,173	2.5
Associate degree	836	3.4
Some college, no degree	774	4.0
High school diploma, no college	712	4.6
Less than a high school diploma	520	6.5
Total	907	3.6

Workforce Preparedness

- <https://www.uschamberfoundation.org/blog/post/are-todays-students-ready-tomorrows-workforce>
 - “less than a third of U.S. adults age 16-34 with at least a bachelor’s degree scored received either of the two highest scores—a four or five—on the literacy portion of the assessment. The same was true for just 17 percent of workers with an associate’s degree, 10 percent of those with a high school diploma and 4 percent of those who never completed high school.”
- Number of senior executives believe there is a serious gap in workforce skills: 92%
- Number of U.S. employers struggling to fill vacant jobs: 49%
- Growth of skills gap by 2020: 6 million unfilled positions.

New Curriculum

- Adult Education is seeking curriculum to that will be technically focused, to provide contextualized and competency based instruction
- Base the curriculum on the needs of the workforce and employers
- Involve employers in the discussion to determine the technical skills needed
- Have soft skills training blended within the technical training

Digital Literacy

- Currently Adult Education has no standard digital literacy curriculum, and is largely left to subrecipients to develop instruction
- Instruction is based around utilizing Microsoft Office or the Google Suite to develop instruction, while still teaching to academic standards
- Goal is to standardize a digital literacy program so that the goal is the same State wide and the outcome is more easily measured

Thank you

- **Ian White** | Assistant Commissioner
Division of Adult Education
220 French Landing Drive
Nashville, TN 37243-1002
p. 615-253-5868
ian.white@tn.gov